

## RESOURCE D

### Glossary of Terms

**Related services** consist of transportation and any developmental, corrective, or other supportive services that are required to assist a student with disabilities to benefit from the educational experience. Related services consist of the support services not traditionally included in educational programs but which are necessary for some students in order to make the educational services accessible or meaningful.

**Evaluation services** in specialized settings may be necessary. Although the special education teachers are trained to provide educational assessment services, some children may require medical, psychiatric, vision, hearing or other specialized evaluation services which are not provided by the schools. When such evaluation services are necessary for the determination of a disability, they are considered related educational services.

**Counseling services** must be provided if it is determined that the student requires counseling in order to benefit from the educational services being offered. Depending on the nature of the need, the school counselor may be utilized or a referral made to a human service center for specialized counseling.

**Speech and Language Therapy** is provided in the schools. Although Speech and Language teachers are considered special education teachers when they serve as case managers for children with a primary disability in the speech and language area, children with other disabilities, such as mental retardation or specific learning disability, may also need speech therapy. The speech therapist is considered a related service when it is provided as a supplemental service to a child receiving special education services in another categorical area.

**Occupational Therapy** is provided to students who have documented needs in the area of motor development that are impacting on the ability to engage in meaningful fine motor tasks and performing functional academic and daily living tasks.

**Physical Therapy** is provided to students with motor limitations who have a need to learn gross motor movements such as crawling, walking, skipping, and other forms of functional ambulation.

**Assistive Technology** services are provided to students who need specialized equipment to enhance their ability to be more efficient and successful in the academic area. A common type of assistive technology is using augmentative communication devices for students who are nonvocal. Other forms of technology consist of specialized computers, wheelchairs, and dressing and feeding devices. The assistive technology services consist of both the technological device or application as well as a consultant knowledgeable about the application and training necessary in order to utilize the technique.

**Adaptive Physical Education** involves modifications or accommodation to the regular physical education class. Supplemental instruction may take place in a separate class based on individual needs of the student. The goal is to allow students with special needs to remain in the regular physical education class whenever possible.

**Behavior Modification** consists of techniques for changing the behavior of students who demonstrate atypical behavioral responsiveness. An emphasis is usually placed on utilizing positive techniques to increase behaviors that are incompatible with targeted inappropriate behaviors.

**Transition Services** are provided for students when they turn age 14. Transition services are considered a basic part of the students educational program, rather than a related service, but many of the referrals needed during transition planning fall in the category of related services. The transitional outcomes addressed by the team are designed to prepare the student to succeed in the post-school setting selected as appropriate for that student.

**Audiological Services** are provided to students with suspected hearing difficulties. Although the speech and language therapists may screen for hearing difficulty, an audiologist is the professional who is trained to assess and detect hearing loss and deafness. The audiologist also provides information about hearing aids, training programs, and makes referrals for medical treatment when indicated.

**Psychological Services** involve obtaining, integrating and interpreting information about child behavior and conditions relating to learning; consulting with other staff members; and planning and managing a program of psychological services; including psychological counseling for children and parents.

**School Psychologists** provide evaluation services by utilizing standardized psychological tests for determining intelligence, aptitude, and interests.

**Clinical Psychologists** are specialists in diagnosing emotional disturbances through the review of case-history information, the administration of standardized assessment measures and observation and consultation.

**Vision services** are provided to students with low vision or who are blind or partially sighted. There is an entire continuum of vision services available from medical and allied medical diagnosticians to educational specialists trained to conduct functional evaluations of visual ability.

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